



## Course Specifications

<b>Course Title:</b>	GRAMMAR 3
<b>Course Code:</b>	ENG-3/224
<b>Program:</b>	Bachelor's Program in English
<b>Department:</b>	Department of English
<b>College:</b>	Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), Ardha (Female Campus), Dayar (Female Campus), and Farasan (Female Campus)
<b>Institution:</b>	Jazan University

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## A. Course Identification

<b>1. Credit hours:</b> 3
<b>2. Course type</b> <b>a.</b> University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/> <b>b.</b> Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 4 / Second Year
<b>4. Pre-requisites for this course (if any):</b> ENG-3/214 Grammar-I
<b>5. Co-requisites for this course (if any):</b> None

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

### 7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quizzes, worksheets and assignments)	
	<b>Total</b>	45

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This is a three hour credit course that builds on preceding course- "Grammar I". It focuses on increasing students' knowledge and usage of advanced English grammar, improving grammatical accuracy in writing, and developing strong editing skills. The course introduces elementary aspects of English Grammar and helps students identify rules and conventions of language use. It also enables the students to frame sentence constructions on their own and involve them in participatory learning process.

### 2. Course Main Objective

Identify multiple grammatical structures.

- Reproduce sentences using different English expressions
- Recognize the various structures of questions
- Compare and contrast different verbs and their different patterns e.g. (verb + infinitive or verb + -ing)

- Compare and contrast all of the different patterns of questions, tag questions, and negative questions.
- Exercise on every rule after studying it. • Integrate language learning skills with grammar.
- Write compositions involving the studied rules to
- Demonstrate good communication skills in class during group exercise.
- Show the ability to involve particular grammatical rules in everyday life

### 3. Course Learning Outcomes

CLOs		Aligned PLOs
<b>1</b>	<b>Knowledge and Understanding: Students will be able to</b>	
1.1	Identify multiple grammatical structures.	<b>K1</b>
<b>2</b>	<b>Skills : Students will be able to</b>	
2.1	Compare and contrast different verbs and their different patterns e.g. (verb + infinitive or verb + -ing)	<b>S2</b>
2.2	Distinguish between direct speech and reported speech, countable and uncountable nouns	<b>S2</b>
2.3	Use grammar rules in framing sentences	<b>S2</b>
2.4	Integrate various grammar skills in editing and reviewing sentences	<b>S2</b>
<b>3</b>	<b>Values: Students will be able to</b>	
3.1	Display a sense of academic ethics in writing assignments	<b>V3</b>

### C. Course Content

No	List of Topics	Contact Hours
1	Introduction	3
2	Unit-42 Passive1(is done/ was done)	3
3	Unit-46 Have something done	2
4	Unit 47 Reported Speech 1	2
5	Unit 49 Question	2
6	Unit 51 Auxiliary verbs(have /do / can)	2
7	Unit 52 Question tags(do you? Isn't it)	3
8	Unit 53 Verb+ing(enjoying doing / stop doing )	3
9	Unit 57 Verb+ing or to (try / need / help)	2
10	Unit 58 Verb+ing or to (like / would like )	3
11	Unit 60 Preposition (in / for / about etc) +- ing	2
12	Unit 63 Expressions +ing	3
13	Unit 65 Adjective+to	3
14	Unit 69 Countable and uncountable 1	3
15	Unit 70 Countable and Uncountable 2	3
16	Unit 71 Countable nouns with a / an and some	3
17	Revision+Discussion+Questions	3
<b>Total</b>		<b>45</b>

### D. Teaching and Assessment

#### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
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Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding: Students will be able to</b>		
1.1	Identify multiple grammatical structures	Lectures, group discussions, pair work, class room activities	Assessment methods: Assignments, quiz, midterm, and final exam Question type: MCQ, Fill in the blanks, Matching, Rewrite sentences as directed, True or False, error correction,
<b>2.0</b>	<b>Skills: Students will be able to</b>		
2.1	Compare and contrast different verbs and their different patterns e.g. (verb + infinitive or verb + -ing)	Lectures, group discussions, pair work, class room activity	Assessment methods: Assignments, quiz, midterm, and final exam Question type: MCQ, Fill in the blanks, Matching, Rewrite sentences as directed, True or False, error correction,
2.2	Distinguish between direct speech and reported speech, countable and uncountable nouns	Lectures, group discussions, pair work, class room activity	Assessment methods: Assignments, quiz, midterm, and final exam Question type: MCQ, Fill in the blanks, Matching, Rewrite sentences as directed, True or False, error correction,
2.3	Use grammar rules in framing sentences	Discussions, group work, peer group presentation, Assignments	Peer group Presentation, Assignments, Activity, practical assessment,
2.4	Integrate various grammar skills in editing and reviewing sentences	Discussions, group work, peer group presentation, Assignments	Peer group Presentation, Assignments, Activity, practical assessment,
<b>3.0</b>	<b>Values: Students will be able to</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Display a sense of academic ethics in writing assignments	Lectures, group discussions, pair work, class room activity	Assessment Methods: Assignments

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz-1	4-6	10
2	Mid-Term	7-10	20
3	Quiz-2/ Assignment	11-15	10
4	Final Exam	16	60
5	Total		100%

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

**Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :**

Students are allotted an academic counselor to take care of academic and, sometimes, personal issues. Further, 10 office hours are allotted to each teacher to cater to students' academic needs.

## F. Learning Resources and Facilities

### 1. Learning Resources

<b>Required Textbooks</b>	English Grammar in Use – Raymond Murphy – Cambridge Fourth Edition
<b>Essential References Materials</b>	Azar, Betty Schramper. Understanding and Using English Grammar. 3rd ed. London: Longman, 2002. Koch, Rachel Spack, and Keith S. Folse. Focus on Grammar: An Advanced Course for Reference and Practice. 2nd ed. London: Pearson Longman, 2000. Hewings, Martin. Advanced Grammar in Use. 2nd ed. Cambridge: Cambridge UP, 2005.
<b>Electronic Materials</b>	Free English grammar lessons – Oxford Free online English grammar courses. <a href="http://jump.jazanu.edu.sa">http://jump.jazanu.edu.sa</a> <a href="https://b.socrative.com/teacher/#import-quiz/38333120">https://b.socrative.com/teacher/#import-quiz/38333120</a> <a href="https://b.socrative.com/teacher/#import-quiz/38467840">https://b.socrative.com/teacher/#import-quiz/38467840</a> <a href="https://b.socrative.com/teacher/#import-quiz/38396823">https://b.socrative.com/teacher/#import-quiz/38396823</a>
<b>Other Learning Materials</b>	CD, English Grammar in Use. Fourth Edition.

### 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classroom with 25 – 40 seats. Language laboratory with well-equipped audiovisual facilities

Item	Resources
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	Data show, speakers
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	Language laboratory with internet access.

### G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Course Teachers, Teaching and Learning Unit, Students, Program Leaders	Formative and Summative Assessment, Student Evaluation
Achievement of CLOs	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Evaluation, Course Report, CLO Excel Worksheet
Quality of Learning Resources	Course Teaching, Teaching and Learning Unit, Program Leaders, Students	Course Report, Student Evaluation

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

### H. Specification Approval Data

<b>Council / Committee</b>	
<b>Reference No.</b>	
<b>Date</b>	